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ABSTRACT

A project was conducted to develop a vocational instructional program designed to meet the vocational needs of students in small school districts. During the first phase of the project, a literature review was conducted to identify the philosophical bases, purposes, and structures that characterize cooperative vocational education programs and also to determine the characteristics of typical student participants in these programs. Next, a survey was administered to five school districts in Texas in order to collect data concerning current practices and systems for delivering cooperative, multi-occupational instruction. Based on these data, a model was developed that provided for on-the-job vocational training arranged and supervised by a teacher-coordinator. Addressed in the model were the following four components: the employment community, the school, the student, and the advisory committee. Pursuant to the development of the program model, 20 students from a small school received training for entry into occupations through vocational units for which the small school did not otherwise qualify. (Approximately three-fourths of this document consists of appendixes containing the following materials: results of a survey of 10 schools for information about multi-occupational cooperative training, examples of the activities performed in the selection of the cooperating school, the model for cooperative vocational education in small schools, and the report of a consultant evaluation specialist concerning the effectiveness of the project.) (MN)

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Final Report

Contract No. 33420011

COOPERATIVE VOCATIONAL EDUCATION: AN ALTERNATIVE DELIVERY SYSTEM FOR SMALL SCHOOLS

by

Betty Peace and Bill Lovelace

North Texas State University
PO Box 13857, NT Station
Denton, TX 76203

June, 1983

The research reported herein was performed pursuant to a contract with the Texas Education Agency. Contractors undertaking such projects under Texas Education Agency sponsorship are encouraged to express their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

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ABSTRACT

COOPERATIVE VOCATIONAL EDUCATION: AN ALTERNATIVE DELIVERY SYSTEM FOR SMALL SCHOOLS

Type of Project: Exemplary
Contract No.: 33420011
Project Title: Cooperative Vocational Education
Organization: Division of Occupational and Vocational Education
North Texas State University
Duration: July 1, 1982 through June 30, 1983
Cost: $35,856.00

Need/Rationale:

The present structure of unit allocations for vocational education as by Texas Education Agency Rules may not provide adequate flexibility to allow cooperative training programs in small school districts.

Purpose/Goal:

The objectives of this project were:

(1) To develop a vocational instructional program model to meet the vocational needs of students in small school districts;
(2) To assist with the implementation of the vocational instructional program model in a cooperating school district;
(3) To assess the feasibility of installing the model in other small schools;
(4) To determine the teacher qualifications and certifications requirements of the model; and
(5) To determine variables necessary for implementation (minimum school district size, training stations in the community, etc.).

Procedures:

A review of the literature was conducted for the purpose of (1) developing a model program to be implemented in a small school, and (2) to identify constraints which may hinder the successful implementation of the model in small schools. A cooperating school was selected to implement the model. Other tasks performed for the achievement of the stated objectives are: implement and demonstrate the developed model; evaluate the project; and submit reports.

Products/Deliverables:

(1) A demonstrated model for cooperative vocational education will be described;
(2) Twenty students from a small school were provided training for job entry into occupations for which the small school did not otherwise qualify for vocational units; and
(3) One hundred copies of Final Report will include findings of the review of the literature, the evaluation of the model, evaluation of the project, and recommendations.

PREFACE

Goal 2 of the Texas FIVE-YEAR STATE PLAN AND ANNUAL PROGRAM PLANS FOR VOCATIONAL EDUCATION FOR FISCAL YEARS 1983-1987 states: "Provide for vocational programs, services, and activities for all persons in Texas who desire to prepare for employment or to upgrade their knowledge and skills." Total achievement of this goal has been delayed by several unidentified barriers. It has been assumed that some of the barriers are certain rules and regulations of the Texas State Board for Vocational Education.

Concurrently with the recognition of their inability to totally achieve Goal 2 by the staff of the State Board for Vocational Educaiton, the Advisory Council for Technical-Vocational Education In Texas has been advocating "...enhancing the comprehensiveness of vocational education offerings..." by the means of Multiple Cooperative Programs in small schools. As a result of these concerns for achievement of Goal 2 and enhancing the comprehensiveness of vocational education the Texas Education Agency, for the State Board for Vocational Education, funded an exemplary program "Cooperative Vocational Educatio to acertain and demonstrate if an alternative delivery system (cooperative vocational education) of providing vocational education in small schools can be identified and justified. The findings of a demonstrated model of cooperative vocational education is presented in this report. It is anticipated that the findings presented in this report will assist the staff of the Texas State Board for Vocational Education in its efforts to achieve Goal 2 of the State Plan and also respond to the recommendations of the Advisory Council for promoting and approving cooperative (multiple occupations) vocational education in small schools.

Betty Peace
Project Administrator

Bill E. Lovelace
Project Associate
Administrator

ACKNOWLEDGEMENTS

We wish to acknowledge the valuable contributions made to this project by qualified and dedicated individuals representing vocational education and the students in small schools of Texas. Those individuals who have provided significant contributions to the achievement of the project objectives are listed below with their respective organizations:

Person	Organization
Dr. Paul Meyers, R.C.U. Mr. Bob Gordon, Director, Vocational Office Education Dr. Paul Lindsey, Associate Commissioner D.O.E.T.	Department of Occupational Education and Technology of the Texas Education Agency
Dr. Beverly Bardsley, Director of Policy Development	Interagency Coordination, Policy Development, and Communication Services, Texas Education Agency
Mr. Charles Williams, Superintendent Mr. Art Olson, Project Teacher-Coordinator	Van Alstyne Public Schools

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CHAPTER I
INTRODUCTION

Smaller schools in Texas are for the most part providing general courses designed for mastery of the basics and preparation for students to enter college. This is not necessarily because it is the wish of the school administration and the community to offer this curriculum, but due to economics. It is not economically feasible for a small school to provide vocational training in pre-employmen laboratories that are consistent with occupational aspirations of the students and the needs of the labor market in the area of the school or in areas to which the students may move.

In far too many small schools the opportunities for occupational education are limited to course offerings in either vocational agriculture or homemaking education. Instructors of the two programs are doing their best to provide their students with training in a variety of occupations, but each teacher is limited with a number of occupaitons for which they have expertise to teach a pre-employment knolwedge and job skills.

The area vocational schools have not, for a variety of reasons, been able to satisfactorily meet the occupational training needs of students of the small schools. Although doing an outstanding job in their areas of expertise, combination programs in the instructional areas of agriculture and homemaking are also unable to meet the vocational education needs of all students in the small school.

Not only are a great number of youth from a small school being denied the opportunity of occupational preparation in their career choice but research has shown that the inability of the small school to provide training relevant to the career aspirations of the youth creates a frustrating dichotomy--a frustrating dichotomy between what the youth desire and what they can reasonably expect to obtain.

Other specific problems confronting students in small schools due to the lack of occupational training and related programs include the following:

The lack of employment opportunities for the non-trained in the community of the small school results in an out-migration of youth.

Lack of training related to career information provided by the school creates frustration indeveloping career plans and therefore in far too many cases low occupational and educational aspirations.

Low occupational and educational aspirations result in higher dropout rates.

In view of these considerations, vocational (occupational preparation) training conducted on a cooperative basis is viewed as a viable option whereby the small school can extend the range of opportunities for occupational preparation by using existing community resources.

There are a great number of small schools who have community resources available to offer occupational training to students using cooperative education as an organizational structure for conducting programs of vocational education.

STATEMENT OF THE PROBLEM

The major purpose of this demonstration project was to ascertain and demonstrate if an alternative delivery system of cooperative vocational education could be identified and justified for providing comprehensive vocational education in small schools. The objectives/outcomes to be achieved by this project were:

(1) To develop a vocational instructional program model to meet the vocational needs of students in small school districts;
(2) To assist with the implementation of the vocational instructional program model in a cooperating school district;
(3) To assess the feasibility of installing the model in other small schools;
(4) To determine the teacher qualifications and certification requirements of the model; and
(5) To determine variables necessary for implementation (minimum school district size, training stations in the community, etc.).

SIGNIFICANCE OF THE PROJECT

The significance of the project to vocational education and the individuals to be served can best be understood as explained in "Success And Challenges," 12th Annual Report to the State Board for Vocational Education, The Advisory Council For Technical-Vocational Education in Texas. The Report stated:

1. Delivery System:

The Council is charged with "recommending a state plan designating the method and the criteria to be utilized in establishing area technical schools which will be consistent with the Vocational Education Act of 1963, as amended, the Manpower Development and Training Act of 1962, as amended, and other federal statutes."

a. Between 1970-74, several recommendations were made calling for the creation of governance and taxing jurisdictions to support the formation of area vocational schools to improve the availability of vocational programs to Texas citizens.

1. Proposals addressing governance and taxing jurisdictions were considered by the State Legislature in 1971 and 1973, but did not pass.

2. In 1974, the State Board for Vocational Education rejected a recommendation to renew the request to the Legislature.

b. A number of recommendations were made and actions taken to diminish the impact of an ineffective area school system. These actions have included:

1. Provisions for transporting students to vocational programs. However, the provisions do not fully address the need.

2. Redirection of vocational agriculture and homemaking programs, especially in small school districts, to meet needs for emloyment.

3. Establishing diversified cooperative programs in small districts to improve the comprehensiveness of offerings. Six were established. Concept could be expanded with some modification.

4. Initiation of the Jones County Cooperative as an example of how to combine resources on a county-wide basis to enhance the comprehensiveness of vocational offerings to students in several small school districts in the county. Concept could be duplicated in other counties.

c. Some of the impacts of not having an effective area vocational school system and related considerations include:

1. 110 secondary schools and practically all post-secondary institutions are designated as area schools. However, the basis for such designation carries a very limited commitment. Less than five percent of the area school enrollments are students from some other campus or school.

2. 400 of the 950 school districts (ISDs) with vocational programs offer only agriculture and/or homemaking. Another 250 ISDs have enough students to offer an additional two or three programs. The remaining 300 ISDs have "comprehensive offerings."

3. Considerable duplication of programs exists because of limited numbers of students and resources. About 70 percent of the trade and industrial programs in Texas, for example, are in cosmetology, building trades and auto mechanics. These are where the most trade and industrial job opportunities are; thus, in the absence of adequate resources and enrollments to support other programs, schools are inclined to restrict their T & I offerings to these areas.

4. Because so many school districts have limited resources and students, the needs of students and employers are not adequately served. Flexibility and responsiveness are very limited. The needs of many adults for upgrading and retraining are not met.

d. State Legislation passed in 1981, which mandates the inclusion of vocational education as one of the essential elements in a well-balanced curriculum, raises many of these same issues regarding a delivery system.

METHOD OF PROCEDURE

The project, although research in nature, was conducted as a demonstration of an exemplary program. To achieve the data need for determining the feasibility of replication of the demonstrated program the following tasks were performed:

1. A review of literature was conducted to obtain a framework for a model cooperative education program;
2. A model was developed, reviewed by the Texas Education Agency Project Officer and staff, and finalized for implementation;
3. A cooperating small school was selected to implement the program;
4. The program was implemented and evaluated at the cooperating school;
5. A review of the Rules and Regulations of the Texas State Board of Education was made to determine if there were barriers at the state level which would prevent the replication of the model in the small schools of Texas; and

6. A review of literature related to teacher qualifications and certification and program standards for similar cooperative programs.

Completion of the above stated tasks made it possible to obtain data to achieve the goal of the project.

DEFINITION OF TERMS

1. Vocational Instructional Program Area. As used in this report, the term refers to the administrative unit (i.e. agriculture, vocational office education, etc.) under which leadership, implementation, monitoring, and evaluation of vocational instructional programs are performed at the National, State and local levels.
2. Vocational Instructional Program. In this report the definition provided in the Federal Register, Vol. 42, No. 191 - Monday, October 3, 1977 is used. The Federal Register states: "Program is defined as a planned sequence of courses, services, or activities designed to meet an occupational objective."
3. Pre-employment Laboratory. As used in this report, the term is defined as a type of instructional organization for providing instruction in a vocational instructional program (i.e. auto mechanics, secretarial occupations, dental assisting, horticulture, etc.).
4. Cooperative Training. As used in this report, the term means a type of instructional organization for conducting a vocational instructional program(s) such as auto mechanics, dental assisting, secretarial occupations, and horticulture. (Reference: Guide for Public Schools in Conducting Vocational Education Programs, TEA, 1977).
5. Cooperative Vocational Education Program. The definition of the Federal Rules and Regulations for Vocational Education (Federal

Register, Vol. 42, No. 191 - Monday, October 3, 1977, pp. 53864) is used as stated: "...means a program of vocational education for persons, who through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field...." The provisions for conducting Cooperative Vocational Education are described in 2.3 of the 1983-1987 Texas State Plan for Vocational Education.

6. Vocational Teacher Unit. As used in this report, the term means an allocation of funds (salaries) by the State to assist the local school in conducting an approved vocational instructional program(s).
7. Small School. As used in this report a small school is a school district having an ADA in grades 1-12 of no more than 1,000.

CHAPTER II
REVIEW OF THE LITERATURE

A. Cooperative Programs

A review of the literature was conducted to obtain ideas, philosophic views, purposes, and populations of cooperative programs. Significant findings, related to development of the model, resulting from the initial review of the literature are as follows.

(1) That in Texas, "Cooperative Vocational Education Programs" as defined in this report were not being conducted as a vocational instructional program area. Instead, it was revealed that "Cooperative Training Programs" were being conducted as a type of instruction or delivery system for each of the traditional vocational instructional program areas.

(2) It was found that nationally, "Cooperative Vocational Education" was being conducted by post-secondary institutions (community colleges) secondary schools, and other organizations.

(3) The objectives of "Cooperative Vocational Education" or "Cooperative Training" ranged from explaination of careers to developing of job skills in specific jobs and occupations.

(4) The review of the literature also revealed that students who received training in jobs that were considered by some vocational educators as "borderline" or "dead end" jobs were able to obtain employment after leaving school in higher level or more complex occupations.

Obtaining employment in higher level jobs after participating in "Cooperative Vocational Education" was attributed to the following:

a. saleable job skills developed while in training were transferable to other occupations for which employment was available;
b. as a result of participating in Cooperative Vocational Education students had developed "Employability Skills"; and
c. the former students were able to honestly complete the section which appears on every application form--"Previous work experience."

(5) The literature revealed that the structure or framework for "Cooperative Education" projects was very similar regardless of objectives.

The literature about vocational instruction in Texas public schools, which most closely met the definition of "Cooperative Vocational Education Progams" was extremely limited. In order to expand the literature base in this specific area, a request was made and approved by the Texas Education Agency to conduct a survey to generate the needed literature. A survey instrument, approved by the Texas Education Agency, was sent to five school districts which had previously conducted "Multi-Occupational Training" as a vocational program and to five school districts who were conducting "Multi-Occupational Training" during the 1982-83 school year. The "literature" generated by this survey revealed the following.

1. Returns were received from five schools who were conducting "Multi-Occupational" cooperative training.
2. Returns were received from five schools who had previously conducted "Multi-Occupational" cooperative training.
3. Of the list of eighteen constraint items on the survey, there were only five items that were not considered as a constraint by the combined results of five schools that are presently conducting "Multi-Occupational" cooperative training.
4. The combined survey results of the five schools who have discontinued the "Mulit-Occupational" training program revealed that six items on the survey form were not considered as constraints.

The results of the survey, relating to constraints, of the ten schools are presented in Appendix 1 along with a copy of the letters and survey forms sent to the ten schools.

The literature (data) obtained by the survey revealed the following demographic information:

1. Vocational instruction was being provided by the responding schools in for job preparation in the vocational instructional program areas of Agriculture, Health Occupations, Homemaking, Marketing and Distribution, Office Occupations, and Trade and Industrial (Vocational Industrial Education);
2. The population of the communities being served by the responding school districts renged from 700 to 3,000;
3. The ADA of grades 9-12 of the responding school districts ranged from a low of 96 to a high of 450;

4. Only tow students form the responding school districts were attending an area vocational school;

5. Five of the responding school districts reported a total of 94 available training stations within the boundaries of the five school districts and three of the same five responding districts reported a total of 25 available training stations outside of the school district;

6. All of the responding schools reported that the majority of students completing the program sought full-time employment outside the school district after graduation;

7. Based on the responses of the responding schools it was determined (7 yes and 3 no) that the work experiences provided by the program was a primary factor in obtaining full-time jobs by former cooperative training students;

8. Completers of the cooperative training programs were able to obtain employment after leaving school in less time than students who had not participated in the program; and

9. It was generally agreed (6 yes and 3 no) that the job skills and knowledge developed in the cooperative program are transferrable to other occupations.

B. Flexibility of Texas Education Agency Rules.

The "Need/Rationale" of the RFP which resulted in this project stated, "The present structure of unit allocations for vocational education as by Texas Education Agency Rules may not provide adequate flexibility to allow cooperative training programs in small school districts." Current (as of March, 1983) Texas Education Rules do provide flexibility for vocational Cooperative Education Programs to be approved and conducted in small schools. Flexibility is provided in the "Rule." Constraints appear to arise in the "procedures" for administration of the "Rule." The constraints or barriers to Cooperative Vocational Education in small schools arise basically from a problem of communications of Texas Education Agency documents. For example, the term program standards are discussed in SUBCHAPTER F. ALLOCATION OF VOCATIONAL TEACHER UNITS of Chapter 77 of the Texas Education Agency Rules. The term Program Standards are not defined in the Rules and request for "Program Standards" for specific vocational instructional programs are unanswered. It appears by the

review of available literature, that "Program Standards" are used only to identify the number of students, number of classes, and number of months of instruction for which a vocational teacher unit will be allocated to a school to conduct an approved program. The review of available literature did not provide any indication that "program standards" includes standards for vocational instructional program planning, operation, evaluation, and the achievement of quality instruction and excellence in each vocational education instructional program.

The review of literature indicates that "Program Standards," other than serving as a formula for the allocation of vocational personnel units, do not exist. Responses to the survey conducted by the project suggested otherwise. Responses to item 14, "Program Standards" on the survey form indicated that current "program standards" were a constraint for conducting instructional programs, meeting the definition of Cooperative Vocational Education, in small schools.

C. Teacher-Coordinators.

To determine the qualifications and certification of teacher-coordinators conducting vocational insturctional programs using cooperative training as a delivery system or organization of instruction a review of "SUBCHAPTER G. VOCATIONAL EDUCATION CERTIFICATES," Rules of the State Board was made. A comparison of the qualifications and certification requirements for teacher-coordinators of cooperative training by vocational instructional program area was made. The comparisons are presented in Table A.

In order to be consistant with the provision of S.B. 50 which directed the Texas Education Agency to develop and administer competency examination as a requirement for certification in Texas, only the literature relating to pedagogical competencies of teacher-coordinators in Texas was reviewed. A search of research projects in this area funded by the Texas Education Agency

TABLE A.

Comparison of Qualification and Certification Requirements
of Teacher-Coordinators by Vocational Instructional Program Area

	Qualifications				Certification Requirement		
Vocational Instructional Program Area	Occupational Experience	Teaching Experience (Public School)	License or Certificate	Bachelor's Degree	Teaching in Field	Specified Courses	TEA Workshop
Agriculture			Texas Agriculture Certificate	Yes		3 semester hours OR	Yes
Health Occupations	2 years		Practi-tioner	optional	2 years	Six	
Homemaking			Texas Homemaking	Yes			Yes
Marketing & Distribution	2 years		Texas Public School	Yes		Number of Courses not Specified	
Office Education	2 years			Yes	2 years	Number of Courses not Specified	Yes
Trades & Industry Option I	3 years			Yes		Approved Bachelor's Degree	
Trades & Industry Option II	3 years	2 years (Junior High or High School)	Texas Public School	Yes	2 years	Six	

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was made. The search resulted in two research reports specifically related to competencies and certification courses of teacher-coordinators. The two reports reviewed were An Analysis of Inservice Vocational Teacher Education Courses by Competencies Developed in the Teacher Learners (1979) and What Vocational Cooperative Teacher-Coordinators Do In Their Jobs In Secondary Schools In Texas (1978).

The study reported in 1978 provided for an analysis of data collected from 1412 Texas teacher-coordinators during the summer of 1977. Analysis of the data revealed that teacher-coordinators of all instructioanl program areas perform similiar tasks. The 1412 teacher-coordinators were asked to check tasks they performed in conducting cooperative training on a list containing 211 task or competency statements. It was found that all 211 tasks were performed by one or more of the teacher-coordinator respondents.

The 1978 study provides a data base for use in developing competency (pedagogical) examinations for certification and the improvement of current certification courses for teacher-coordinators.

The study reported in 1979 was designed to determine the competencies being developed by teacher-coordinators enrolled in vocational teacher certification courses in 1979. An example from the findings of the study most directly related to the competencies developed by required courses for teacher-coordinators is presented below.

Findings

I. The expectation that tasks would cluster under course titles was not realized.

Course titles were clustered under one of eight major blocks according to where the project staff believed might be the appropriate placement for each course. In some cases courses appeared to develop competencies in more than one cluster, i.e., in Distributive Education the courses in organization and management seem to be appropriate for listing as a course in Cooperative Education. In these cases the courses have been listed in both areas. The reader is invited to select the appropriate cluster.

- Instructional Strategies
  - .. Development Organization and Use of Instruction Material (T&I)
  - .. Methods of Teaching Vocational Subjects (T&I)
  - .. Instructional Strategies in VOE (VOE)
  - .. Mehtods of Teaching DE (DE-ASU)
  - .. Methods of Teaching DE (DE-U of H)
  - .. Methods of Teaching DE (DE-NTSU)
  - .. Methods of Teaching O.O. (O.O.)
- Shop and Classroom Organization and Management
  - .. Shop and Classroom Organization and Management (T&I)
  - .. Management of VOE Programs (VOE)
  - .. Organization and Supervision of DE (DE-ASU)
  - .. Management of Occupational and Technical Education Programs (DE-U of H)
  - .. Management of Cooperative Programs (DE-NTSU)
  - .. Shop and Classroom Organization and Management (O.O.)
- Cooperative Education (first course)
  - .. Selection, Placement, & Follow-up in Vocational Education (T&I)
  - .. Organizing & Implementing Cooperative VOE Programs (VOE)
  - .. Coordination Techniques (DE-ASU)
  - .. Management of Occupational and Technical education Programs (DE-U of H)
  - .. Management of Cooperative Programs (DE-NTSU)
- Cooperative Education (second course)
  - .. Problems in Cooperative Education (T&I)
  - .. Advanced Program Management (VOE)
  - .. Management of Cooperative Programs (DE-ASU)
- Human Relations
  - .. Human Relations for Vocational Industrial Teachers (T&I)
  - .. Psychology of Personnel Management (DE-NTSU)
- Aims & Objectives/History & Principles/Philosophy
  - .. Aims & Objectives of Vocational Education (T&I)
  - .. History & Principles of Vocational Education (VOE)
  - .. Philosophy of Vocational Education (DE-ASU)
  - .. Principles of Occupational & Technical Education (DE-U of H)
  - .. History and Philosophy (Principles) of Vocational Education (O.O.)
- Vocational Guidance
  - .. Organization and Planning of Vocational Guidance Programs (O.O.)
  - .. Occupational and Vocational Education Information (O.O.)
- Analysis and Coursemaking
  - .. Analysis and Coursemaking (T&I)
  - .. Analysis and Coursemaking (VOE)....

The recommendations for the specified course requirements for certification of teacher-coordinators as stated in the Report were:

That, in the two-year certification process for cooperaitve-teacher coordinators, the following courses be required.

1st year:

Instructional Strategies (Methods of Teaching)
Program Planning, Development, Management and Evaluation
Cooperative Coordination Techniques

2nd year:
Human Relations
School and Community Relations and Professional Development
Problems (The content of this course is to evolve from the expressed needs of the teacher-learners enrolled in each course. Replication and reinforcement of 1st year courses may be included in the Problems course.)

The number of available publications for conducting a review of literature specifically relating to the need for this project has been limited. However, the data, and reviews of other literature cited in the publications have been adequate for making determinations about possible constraints and barriers to Cooperative Vocational Education in small schools and teacher qualifications and certification in relation to the demonstrated model.

CHAPTER III
DESIGN OF THE PROJECT

This project was conducted to determine if a Cooperative Education Program would serve as an alternative delivery system for providing comprehensive vocational education in small schools. The Cooperative Education Program which was developed and demonstrated as a model was evaluated to: (1) assess the feasibility of installing the model in other small schools; (2) determine the teacher qualifications and certification requirements of the model; and (3) determine variables necessary for implementation (miminum school district size, training stations in the community, etc.).

The model for a Cooperative Vocational Education Program was developed based on a review of literature. Concurrently with the reviewing of the literature a search was made for a small school to serve as a cooperating school for demonstration of the developed model. Examples of activities performed in the search and selection of Van Alstyne I.S.D. as the cooperating school are presented in Appendix II. The model which was developed and demonstrated at the Van Alstyne school district is presented in Appendix III.

To determine the feasibility of installing the model in other small schools and to identify variables necessary for the installation of the model in other small schools, a consultant was obtained to serve as a third party evaluator of the model as it was demonstrated. The Report of the evaluation of the model as performed by Dr. Doyle Holder in presented in Appendix IV.

In addition to the evaluation of the model, an evaluation of the project was also completed as part of the RFP requirements. Evaluators of the project were: Mr. Bob Gordon and Dr. Paul Meyers of the Texas Education Agency; Mr. Art Olson and Mr. Charles Williams of the Van Alstyne School District; and Dr. Betty Peace and Dr. Bill Lovelace of North Texas State University. A copy of the Project evaluation plan and evaluation instruments are shown in Appendix V.

CHAPTER IV
FINDINGS

An analysis of the data collected by the review of literature, evaluation of the model, and evaluation of the project revealed the following information.

Findings Pertaining to Project Objectives

Objective 1: Develop an instructional model to meet the vocational needs of students in small school districts.

The evaluation of the project revealed that the model was developed in accordance with the proposed procedures and timeline of the approved proposal.

Objective 2: To assist with the implementation of the vocational instructional program model in a cooperating school district.

The achievement of this objective was documented by the findings of the reports of the implementation stage of the evaluation plan.

Objective 3: To assess the feasibility of installing the model in other small schools.

It was found that the model could be replicated in other schools having an ADA of 1,000 or less in grades 1-12 provided that training stations were available.

It was found that schools with an ADA of 94 in grades 9-12 have successfully developed a program similiar to the model.

It was established that a school district with an ADA of 450 in grades 9-12 was unsuccessful in maintaining a program similiar to the model.

Responses to the survey completed by ten school districts revealed that of the fourteen possible constraints to successful operation of the program, only four of the possible constraints were identified by all respondents of being rated above 2.5 on a scale of 0-5. The four constraints with the respective ratings are as follows:

No.	Constraint	Rating of Successful Programs	Rating of Unsuccessful Programs
1.	Developing training plans	2.75	2.8
4a.	Availability of training stations which provide training in occupations requiring 2,000 hours of training for job entry	2.5	4.2
7.	Vocational teacher unit allocation formula*	2.75	2.6
13.	Availability and interest of students to participate in the program	2.75	3.

It was found that the availability of instructional materials (student study guides) in the format for individualized and self-study was limited in Texas.

It was found that the availability of training was an important variable relating to the feasibility of installing the model in other schools.

*Following the completion of the survey, Rules of the State Board have changed the vocational teacher unit allocation formula. This change will remove constraint item 7.

Objective 4: To determine the teacher qualifications and certification requirements of the model.

It was found that the qualifications and certification requirements for teacher-coordinators of the model are consistant and equal to the requirements of cooperative training for other vocational instructional programs.

Objective 5: Determine variables necessary for implementation (minimum school district size, training stations, etc.).

It was found that variables which may be established for implementation of a program may be different to those which are essential for a program to be successful after implementation. An analysis of the review of the literature

and feedback from the model revealed no one requirement for implementation (i.e. school size, number of training stations) would be an indicator of success or failure of a Cooperative Education program in a small school. As indicated by previous findings several variables with different combinations are essential for success.

It was found that at the local level, the qualifications and training of the teacher-coordinator (if other variables are established as standards) would be the greatest determiner of success or failure of the Cooperative Vocational Education program in a small school.

It was determined that the present organizational structure of the Department of Occupational Education and Technology provides the opportunity for State leadership, technical assistance, and monitoring of a Cooperative Vocational Education Program in small schools.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Cooperative Vocational Education is an alternative delivery system for providing comprehensive vocational education programs in small school districts.
2. The present "Rules" of the Texas Education Agency do provide the opportunity for the successful implementation and maintenance of Cooperative Vocational Education in the small schools of Texas.
3. Program Standards, which are allowable under the "Rules," have not been established to provide for implementing, maintaining, monitoring, and evaluating Cooperative Vocational Education Programs in Texas Public Schools.
4. The Cooperative Vocational Education can function as Vocational Instructional program area under Goal 2 of the Texas State Plan for Vocational Education.

Recommendations

1. Program standards for a Cooperative Vocational Education Program in the small schools of Texas should be developed and disseminated by the Texas Education Agency. The standards should as a minimum:
    1. establish minimum requirements for financial assistance (vocational teacher units) in relation to the number of students placed in training stations;
    2. establish minimum requirements for instructional facilities, materials, equipment, furniture, and communications;
    3. provide for program reporting and evaluations;
    4. establish a ratio of hours for coordination and student consultation to the number of students placed at training stations; and
    5. establish qualifications and certification requirements of teacher coordinators.
2. It is highly recommended that the qualifications and certification requirements be established using the data base developed by research projects on vocational teacher tasks (competencies) funded by the Texas Education Agency.

3. To promote and provide leadership for the program it is recommended that a qualified person in the Department of Occupational Education be assigned this responsibility. It is further recommended that this person not be under the jurisdiction of any of the present vocational instructional program areas.
4. Finally it is recommended that Cooperative Vocational Education be further field-tested (using vocational teacher-unit) for a period of three years to validate it as an alternative delivery system for comprehensive vocational education in small schools. As part of the field-test, a contract should be made with a qualified third party evaluator to further delineate procedures for overcoming previously identified constraints to the success of Cooperative Vocational Education in small schools. The Model used in this demonstration project should be observed in the field test recommended.

Appendix I

Survey of Ten Schools for information about "Multiple Occupational" Cooperative Training

1. List of Schools
2. Sample of letters
3. Sample of Survey Forms
4. Results of Survey

Appendix I
List of Schools

The following school districts presently conducting "Multi-Occupational" Cooperative Training were sent this survey:

Liberty Hill Independent School District
Box 68
Liberty Hill, Texas 78642

Canadian Independent School District
800 Hillside
Canadian, Texas 79014

Dripping Springs Independent School District
Box 104
Dripping Springs, Texas 78620

Lorenzo Independent School District
Drawer 520
Lorenzo, Texas 79343

Eden Independent School District
Drawer X
Eden, Texas 76837

NORTH TEXAS STATE UNIVERSITY
P.O. Box 13857
DENTON, TEXAS 76203-3857

OCCUPATIONAL AND VOCATIONAL EDUCATION

Dear Superintendent

It has been determined that the present structure of unit applications and program standards for vocational education under Texas Education Agency Rules does not provide for flexibility to allow cooperative vocational education programs in small school districts. Studies have been conducted to identify positive variables which are supportive and negative variables which may be overcome for successful implementation and continuation of cooperative vocational education programs in small schools.

We are conducting an exemplary project "Cooperative Vocational Education" in a small school district. The project is funded by the Texas Education Agency. The goal of the project is to determine the feasibility of Cooperative Vocational Education being an alternative delivery system of vocational instruction (other than for agriculture and homemaking) in small schools.

Since your school district is conducting a cooperative vocational education program (Multi-Occupational Cooperative Training), your teacher-coordinator would be a most logical respondent to the enclosed questionnaires.

Would you please have the teacher-coordinator of your Multi-Occupational Cooperative Training Program complete the enclosed questionnaires and return them to us in the postage free envelope provided. The responses provided by the teacher-coordinator will be confidential information in relation to the individual and school responding.

Your assistance in completing and returning the questionnaires will be appreciated by us and will be beneficial to small school districts in future years.

Sincerely,

Betty Peace, Administrator
Cooperative Vocational Education in Small Schools

Enclosures

Survey for

Cooperative Vocational Education Programs

in Small School Districts Project

The attached questionnaires are being used to determine both positive variables and negative variables (constraints) in conducting cooperative vocational education programs in small school districts. By the identification of negative variables (constraints), the project staff will identify strategies for overcoming the constraints and make recommendations for technical assistance for the implementation of the strategies as part of a model program for cooperative vocational education programs in small schools.

Your completion and return of the attached questionnaires will assist in the improvement and expansion of cooperative vocational education programs in small school districts of Texas.

Questionnaire I relates to the profile of your school district.

Questionnaire II relates to constraints of conducting cooperative vocational education programs in small schools.

Appendix I
List of Schools

The following school districts who previously had conducted "Multi-Occupational" Cooperative Training were sent this survey:

Pottsboro Independent School District
Box 555
Pottsboro, Texas 75076

Menard Independent School District
Box 729
Menard, Texas 76859

Lago Vista Independent School District
Box 929
Lago Vista, Texas 78641

Lake Travis Independent School District
607 North Ranch Road 620
Austin, Texas 78734

Merkel Independent School District
Box 430
Merkel, Texas 79536

NORTH TEXAS STATE UNIVERSITY
P.O. Box 13857
Denton, Texas 76203-3857

Occupational and Vocational Education

Dear Superintendent

It has been determined that the present structure of vocational unit applications and program standards under Texas Education Agency Rules do not provide for flexibility to allow cooperative vocational education programs in small school districts.

We are conducting an exemplary project funded by the Texas Education Agency, to develop strategies to overcome identified constraints to conducting "Cooperative Vocational Education" for training in all occupations as an alternative delivery system of vocational instruction (other than Vocational Agriculture and Homemaking) in small schools.

Your school district is a school which previously conducted a Multi-Occupational Cooperative training program. Please assist us in completing this exemplary study by completing the enclosed questionnaire and returning it in the addressed and postage paid envelope.

Sincerely,

Betty Peace, Project Administrator
Cooperative Vocational Education in Small Schools

Enclosures

College of Education • AC 817/565-2093

Survey for

Cooperative Vocational Education Programs

in Small School Districts Project

The attached questionnaires are being used to determine both positive variables and negative variables (constraints) in conducting cooperative vocational education programs in small school districts. By the identification of negative variables (constraints), the project staff will identify strategies for overcoming the constraints and make recommendations for technical assistance for the implementation of the strategies as part of a model program for cooperative vocational education programs in small schools.

Your completion and return of the attached questionnaires will assist in the improvement and expansion of cooperative vocational education programs in small school districts of Texas.

Questionnaire III relates to the profile of your school district.

Questionnaire IV relates to constraints of conducting cooperative vocational education programs in small schools.

Questionnaire I

Cooperative Vocational Education Programs

in Small School Districts Project

1. Are you presently conducting a Multi-Occupational Cooperative Training Program? _____

   If the answer to question 1 is yes, please list the occupations in which students are receiving training and the number of students training in each occupation listed.

Occupational Title	Number of Students
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. What is the population of the city or town in which your school district is located? _____

3. What is the ADA of grades 9 through 12 in your school district? _____

4. How many vocational units are in your school district? _____

5. How many of these are Vocational Agriculture? _____

   a. Production Agriculture? _____

   b. Combination Production and Cooperative Agriculture? _____

6. How many of these are Vocational Homemaking? _____

   a. Useful Homemaking? _____

   b. Combination Useful and Cooperative Homemaking? _____

7. How many students of your school district are attending an area vocational school? _____

8. How many potential training stations are in your school district? _____

9. How many training stations are outside of your school district? _____

10. Do the majority of students completing the cooperative training program seek full-time employment outside of your school district after graduation?

    _____

11. Does the follow-up data on your former cooperative students indicate:

    a. the majority of students obtain employment in the same occupation for which trained? _____

    b. the work experiences of the student are a primary factor in obtaining full-time employment after leaving school? _____

    c. that job skills and knowledge developed in the cooperative program are transferrable to other occupations? _____

d. that completers of the cooperative program have been able to obtain employment after leaving school in a shorter period of time that students who had not been in the cooperative training program? _____

12. Please list the vocational teacher certification courses which were most beneficial to you in organizing and conducting the cooperative training program.

_____

_____

_____

_____

13. Which of the vocational teacher certification courses did not prepare or assist you in performing the required duties of a teacher coordinator in a small school.

_____

_____

_____

14. Have you been the only teacher-coordinator in the cooperative vocational program in your school? _____

15. Comments: (If you desire, make additional comments for the improvement of cooperative vocational education programs in small school districts. Use additional pages if needed.)

Questionnaire II

Constraints to Successful Operation of
a Multi-Occupational Cooperative Program In a Small School

To what extent have the following items been a constraint to your program. Zero indicates it has not been a constraint. Five would indicate a great constraint.

	None					Great
1. Developing Training Plans.	0	1	2	3	4	5
2. Availability of adequate instructional materials (student study guides) that are for student use in learning the "theory" of the occupation in which the student is training.	0	1	2	3	4	5
3. Providing youth leadership activities through state youth organizations.	0	1	2	3	4	5
4. Availability of training stations which will:						
a. provide training opportunities in occupations requiring 2000 hours of training for job entry	0	1	2	3	4	5
b. 1000 hours of training for job entry	0	1	2	3	4	5
c. 500 hours of training for job entry	0	1	2	3	4	5
5. Availability of adequate information on students' occupational aptitudes and abilities for proper placement of the student in a training station.	0	1	2	3	4	5
6. Teacher certification (courses designed to assist you in conducting the cooperative training program).	0	1	2	3	4	5

		None					Great
7.	Vocational teacher unit allocation formula (number of students required for a one-half, three-fourths, or full teacher unit).	0	1	2	3	4	5
8.	Classroom facilities.	0	1	2	3	4	5
9.	Office Facilities.	0	1	2	3	4	5
10.	Effective use of Advisory Committee.	0	1	2	3	4	5
11.	Local financial support for instructional materials.	0	1	2	3	4	5
12.	Availability of audio-visual equipment.	0	1	2	3	4	5
13.	Availability and interest of students to participate in the program.	0	1	2	3	4	5
14.	Program standards.	0	1	2	3	4	5
15.	Local graduation requirements.	0	1	2	3	4	5
16.	State graduation requirements.	0	1	2	3	4	5
17.	Other (Please Specify).						

Questionnaire III

Survey of Small Schools which previously conducted

Multi-Occupational Cooperative Programs

1. How many years was the Multi-Occupational Cooperative Program conducted in your school district? _____

2. What is the population of the city or town in which your school district is located? _____

3. What is the ADA of grades 9 through 12 in your school district? _____

4. How many vocational units are in your school district? _____

5. How many of these are Vocational Agriculture? _____
   a. Production Agriculture? _____
   b. Combination Production and Cooperative Agriculture? _____

6. How many of these are Vocational Homemaking? _____
   a. Useful Homemaking? _____
   b. Combination Useful and Cooperative Homemaking? _____

7. How many students of your school district are attending an area vocational school? _____

8. How many potential training stations are in your school district? _____

9. How many training stations are outside of your school district? _____

10. Did the majority of students completing the cooperative training program seek full-time employment outside of your school district after graduation?

_____

11. Does the follow-up data on your former cooperative students indicate;

a. the majority of students obtain employment in the same occupation for which trained? _____

b. the work experiences of the student are a primary factor in obtaining full-time employment after leaving school? _____

c. that job skills and knowledge developed in the cooperative program are transferrable to other occupations? _____

d. that completers of the cooperative program have been able to obtain employment after leaving school in a shorter period of time than students who had not been in the cooperative training program? _____

12. If constraints were removed would you like to reinstate the Multi-Occupational Program in your school district? _____

13. Comments: (If you desire, make additional comments for the improvement of cooperative vocational education programs in small school districts. Use additional pages if needed.)

Questionnaire IV

Constraints to Successful Operation of a Cooperative Education Program (Multi-Occupational Cooperative) in a Small School.

To what extent were the following items a constraint to the successful operation of the Multi-Occupational Cooperative Program in your school. Circle 0 if the item has not been a constraint. Circle 5 if it has been a great constraint.

	None					Great
1. Developing Training Plans.	0	1	2	3	4	5
2. Availability of adequate instructional materials (student study guides) that are for student use in learning the "theory" of the occupation in which the student is training.	0	1	2	3	4	5
3. Providing youth leadership activities through state youth organizations.	0	1	2	3	4	5
4. Availability of training stations which will:						
a. provide training opportunities in occupations requiring 2000 hours of training for job entry	0	1	2	3	4	5
b. 1000 hours of training for job entry	0	1	2	3	4	5
c. 500 hours of training for job entry	0	1	2	3	4	5

	None					Great
5. Availability of adequate information on students' occupational aptitudes and abilities for proper placement of the student in a training station.	0	1	2	3	4	5
6. Teacher certification (courses designed to assist you in conducting the cooperative training program).	0	1	2	3	4	5
7. Vocational teacher unit allocation formula (number of students required for a one-half, three-fourths, or full teacher unit).	0	1	2	3	4	5
8. Classroom facilities.	0	1	2	3	4	5
9. Office facilities.	0	1	2	3	4	5
10. Effective use of Advisory Committee.	0	1	2	3	4	5
11. Local financial support for instructional materials.	0	1	2	3	4	5
12. Availability of audio-visual equipment.	0	1	2	3	4	5
13. Availability and interest of students to participate in the program.	0	1	2	3	4	5
14. Program standards.	0	1	2	3	4	5

	None					Great
15. Local graduation requirements.	0	1	2	3	4	5
16. State graduation requirements.	0	1	2	3	4	5
17. Capability of teacher coordinator.	0	1	2	3	4	5
18. Other (please specify).	0	1	2	3	4	5

DEGREE OF CONSTRAINTS TO CONDUCTING
COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOLS

Responses of Five Schools Presently Conducting
Multi-Occupational Cooperative Training

Mid-point of degree = 2.5 on a 6 point Likert Scale.

Item of Constraint	Mean Response
1. Developing Training Plans.	2.75
2. Availability of adequate instructional materials (student study guides) that are for student use in learning the "theory" of the occupation in which the student is training.	1.75
3. Providing youth leadership activities through state youth organizations.	.64
4. Availability of training stations which will:	
a. provide training opportunities in occupations requiring 2,000 hours of training for job entry	2.50
b. 1,000 hours of training for job entry	.74
c. 500 hours of training for job entry	.64
5. Availability of adequate information on student's occupational aptitudes and abilities for proper placement of the student in a training station.	2.50
6. Teacher certification (courses designed to assist you in conducting the cooperative training program).	2.25
7. Vocational teacher unit allocation formula (number of students required for a one-half, three-fourths, or full teacher unit).	2.75
8. Classroom facilities.	1.00
9. Office facilities.	2.00
10. Effective use of Advisory Committee.	2.75

DEGREE OF CONSTRAINTS TO CONDUCTING
COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOLS

Responses of Five Schools Presently Conducting
Multi-Occupational Cooperative Training

Mid-point of degree = 2.5 on a 6 point Likert Scale

Item of Constraint	Mean Response
11. Local financial support for instructional materials	0.00
12. Availability of audio-visual equipment.	.75
13. Availability and interest of students to participate in the program.	2.75
14. Program standards.	2.00
15. Local graduation requirements.	1.25

DEGREE OF CONSTRAINTS TO CONDUCTING
COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOLS

Responses of Five Schools Previously Conducting
Multi-Occupational Cooperative Training

Mid-point of degree = 2.5 on a 6 point Likert Scale.

Item of Constraint	Mean Response
1. Developing Training Plans.	2.80
2. Availability of adequate instructional materials (student study guides) that are for student use in learning the "theory" of the occupation in which the student is training.	1.80
3. Providing youth leadership activities through state youth organizations.	2.00
4. Availability of training stations which will:	
a. provide training opportunities in occupations requiring 2,000 hours of training for job entry	4.20
b. 1,000 hours of training for job entry	3.60
c. 500 hours of training for job entry	3.20
5. Availability of adequate information on student's occupational aptitudes and abilities for proper placement of the student in a training station.	2.00
6. Teacher certification (courses designed to assist you in conducting the cooperative training program).	3.00
7. Vocational teacher unit allocation formula (number of students required for a one-half, three-fourths, or full teacher unit).	2.60
8. Classroom facilities.	.80
9. Office facilities.	.80
10. Effective use of Advisory Committee.	2.20

DEGREE OF CONSTRAINTS TO CONDUCTING
COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOLS

Responses of Five Schools Previously Conducting
Multi-Occupational Cooperative Training

Mid-point of degree = 2.5 on a 6 point Likert Scale.

Item of Constraint	Mean Response
11. Local financial support for instructional materials	.20
12. Availability of audio-visual equipment.	.80
13. Availability and interest of students to participate in the program.	3.00
14. Program standards.	3.60
15. Local graduation requirements.	0.00

Appendix II

Examples of activities performed in the selection of the cooperating school.

Van Alstyne Public Schools

Phone 214/482-6617
P.O. Box 518
Van Alstyne, Texas 75095

Board of Education
James Bowery, Pres.
Fred Denton, V. Pres.
Betty Childress, Sec.
Ronnie Mac Blair
Mike Hynds
Mac Selby
L. C. Umphres

Administration
Charles Williams, Supt
John Martin, H.S. Prin
David Campbell, Jr. H. Prin
Carl Vinson, Elem. Prin

May 24, 1982

Dr. Betty Peace
College of Education
P. O. Box 13857, N. T. Station
North Texas State University
Denton, TX 76203

Dear Dr. Peace:

The Van Alstyne Ind. School District wishes to make you aware of our willingness to serve as a cooperating school in the model developed by North Texas State University. The Board of Education at Van Alstyne expressed their support by voting positively on the question of our participation.

Attached please find copies of surveys used to survey student and community interest which we found to be significant. Approximately 40 students have expressed an interest in the program. Also, we will attach copies of the availability of resources in the community to support the program.

The school agrees to provide adequate classroom and office facilities for the teacher-coordinator and to made available all support services and materials provided other teachers.

There are no non-profit private schools operating in the district or area at this time, however, they would be given the opportunity to participate in this program if requested.

It is the school district's intent to continue the program through application to Texas Education Agency for financial assistance and vocational unit allocation.

The person employed as teacher-coordinator must abide by the policies and procedures of the Van Alstyne Independent School District.

Sincerely,

Charles Williams

Charles Williams
Superintendent

Enclosures

VAN ALSTYNE HIGH SCHOOL
STUDENT SURVEY
COOPERATIVE EDUCATION
SPRING, 1982

The Van Alstyne High School is considering adding an additional vocational program for the first time beginning in September of 1982. The program is Cooperative Education, and provides an opportunity for you to train for jobs within the community.

FEATURES OF COOPERATIVE EDUCATION:

- Cooperative education is a part of the regular high school program and should not be confused with any form of youth, adult, or relief education programs
- Cooperative education features educational values to the student such as the following:
  a. Opportunity to acquire occupational skills and knowledge as a part of the regular high school program
  b. Meeting and solving problems of adjustment to the world of work while teachers and other elements of the school are available to help
- You will have an opportunity to earn money while training for a job
- You will need to train on the job at least 15 hours per week
- You will be enrolled in a vocational class at school

REQUIREMENTS TO PARTICIPATE:

- Junior or Senior
- At least 16 years of age
- Interested in vocational training
- Transportation

BEST COPY AVAILABLE

GENERAL INFORMATION:

. You will receive 3 high school credits for satisfactory participation in the program

. You will need to take 3 courses in addition to the cooperative class

Before we can add the program, we need to know if you are interested in this kind of vocational training. Therefore, we are asking that you complete the questionnaire on the next page.

BEST COPY AVAILABLE

COOPERATIVE EDUCATION QUESTIONNAIRE

NAME Pam Hickson DATE April 15

ADDRESS Box 932 GRADE 10th

PHONE 482-6249

____ No, I am not interested.

✓ I would like more information.

____ Yes, I am definitely interested.

____ I would like to train as _____
(Please specify)

SIGNED Pam Hickson
(Student's Name)

RETURN QUESTIONNAIRE TO:

Dear Employer:

Van Alstyne High School is being considered for a pilot program in vocational education in cooperation with Texas Education Agency and North Texas State University. The program will consist of a minimum of three classes per day and approximately three to five hours training per day. The training stations would have to meaningful to learning a skill or a trade and students are to be paid at least minimum wage. Please fill out the information below and return to the high school at the following address:

John C. Partin, Principal
Van Alstyne High School
P. O. Box 518
Van Alstyne, Texas 75095

Please call the high school for further information: 482-6617

_____ WOULD BE INTERESTED IN PROVIDING A TRAINING STATION FOR THE PROGRAM

_____ WOULD NOT BE INTERESTED IN PROVIDING A TRAINING STATION FOR THE PROGRAM

_____ PRESENTLY EMPLOYING STUDENTS AND WOULD LIKE TO CONTINUE UNDER THIS PROGRAM

I CAN PROVIDE _____(number) TRAINING STATIONS

NAME OF BUSINESS: _____

ADDRESS: _____

TELEPHONE: _____

RESULTS OF SURVEY
OF BUSINESSES AND STUDENTS

Businesses

Businesses Surveyed - 35

Positive Responses - 10

Potential Responses - 20

Negative Responses - 5

Students

Positive Responses - 30

Students Desiring More Information - 27

Career Field Requested

Laboratory Technology
Veterinarian Assistant
Farm and Feed Sales
Nursing
Sales Manager
Secretary
Data Processing
Cosmetologist
Auto Mechanics
Small Machines
Insurance Sales
Carpentry
Plumbing

Appendix III

Model for Cooperative Vocational Education
An Alternative Delivery System for Small Schools.

A MODEL FOR COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOL DISTRICTS

FOREWORD

In April of 1982, the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency issued a Request for a Proposal titled "Exemplary and Innovative - Vocational Training in Small Schools". Dr. Betty Peace, Division of Occupational and Vocational Education, North Texas State University was successful in preparing a proposal and receiving a contract to conduct the project in accordance with the need/rationale of the Request for Proposal.

The Request for Proposal was based on the rationale of "The present structure of unit allocations for vocational education as by Texas Education Agency Rules may not provide adequate flexibility to allow cooperative training programs in small school districts". The approved proposed project had as its goal the development and implementation of a model cooperative training program. The following model has been developed, following a review of the literature, and is submitted to the Research Coordinating Unit for review and approval or recommendationsfor approval.

I. Rationale for the Model

Provisions for the part-time training of students on a cooperative basis between industry and educational institutions were included in the Smith-Hughes Act of 1917. However, these provisions permitted part-time training only of homogeneous groups of students (all employed in the same occupation). This provision of the Smith-Hughes Act limited the cooperative part-time training classes to the larger cities. Schools in the smaller cities were not eligible under the act to conduct the cooperative part-time training program and it was not feasible to conduct laboratory programs for training in the diversity of occupations found in communities served by small schools.

Therefore, in 1931, the Federal Board for Vocational Education modified the policies on cooperative part-time education. The modified policies permitted the training of students for entry into a variety of trades and occupations. With the modification of the policies, public schools, with the leadership of their respective State Board of Vocational Education staff, begin offering cooperative part-time training for students in a diversity of occupations. With the passage of subsequent Federal Vocational ledislation, cooperative part-time training as being conducted in each of the Vocational instructional program area of Agriculture, Distributive Education, Health occupations, Homemaking Education, Industrial Education, and Office Education. Cooperative part-time training conducted in each of the vocational instructional program areas in Texas Public Schools are primarily financed by vocational personnel units allocated to the school by the State through the Texas Education Agency in accordance with the Policies and Administrative Procedures of the Texas Education Agency. Some Texas schools have also conducted cooperative part-time training under contract with the Texas Education Agency in accordance with provisions of "Cooperative Vocational Education Programs" of the Vocational Education Act of 1963 as amended.

A review of the literature has provided information showing the commonalities of all cooperative part-time training classes, sources, or programs being conducted as vocational training in secondary public schools. The commonalities have been incorporated in this model.

II. Cooperative Vocational Education Model For Small Schools

Definitions

Cooperative vocational education may be defined in many ways, with each definition using a different arrangement of words to say essentially the same thing. Following are examples of the many defintions:

> "Cooperative vocational education is an interdependent combination of vocational instruction and employment related to that instruction."
>
> "Cooperative vocational education is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in school instruction."
>
> "Cooperative vocational education is a purposeful blending of vocational instruction and employment which meet job preparatory objectives."

For the Development of this model the term "Cooperative Vocational Education program is defined as:

> "A vocational program of instruction providing on-the-job training and related instruction for the student's current occupational objective and provided through the cooperative efforts of the school, the student, and an employer."

This definition provides guidance in the development of the essential components of the model.

Model Components

The four essential components which constitute the model for "Cooperative Vocational Education for Small Schools" are:

1. The Employment Community;
2. The School;
3. The Student; and
4. The Advisory Committee

Three of the components are identified in defintion of "Cooperative Vocational Education Programs" stated above. The Advisory Committee, the fourth component, has representation from each of the other three components.

The Student

As with all program courses, and activities in education, Cooperative Vocational Education is designed and conducted to meet a specific need of the students. In this case the need of the students desiring to enroll in the program is the development of skills and knowledge required for entry into employment in an occupation of their choice upon leaving school. In order to comply with Federal and State law and in the best interest of the students, the following eligibility requirements shall apply to this model:

Students shall be sixteen years of age or older who are of junior or senior classification. Students who are seventeen years of age or older and are considered as potential drop-outs may be considered for enrollment provided they have academic achievement required for development of the knowledge and skills in the occupation for which they desire training.

Enrollment of eligible students in the Cooperative Vocational Education Program is dependent on each individual being accepted for training by a cooperating employer. Therefore, a student will not be considered as being enrolled in the program until the school has been notified by an employer that the student will be employed as a part-time on-the-job trainee.

Students who desire occupational training while in high school have a need for occupational guidance. This is especially true for students who are considering cooperative vocational education as an instructional program for their occupational preparation. Students who are to be employed as an on-the-job trainee must be placed by the teacher-coordinator. This calls for intensive occupational guidance and counseling. In order to best meet the vocational training needs of each student, students will be recommended to employers for on-the-job training based on each student's interest and ability to succeed in the occupation for which they have expressed a desire for training. Factors which should assist the Teacher-coordinator in providing the vocational guidance and counseling and ultimately recommending the student for on-the-job training include the following:

- Interest in receiving training
- Physical and mental suitability to the occupation
- Educational achievement as required for training for the occupation

- School attendance records
- Special interests
- Past work experience
- Personality traits and characteristics as required by the selected occupation
- Other school activities
- Time available for the on-the-job training
- Availability of transportation

Students will be provided an opportunity to make application to participate in the program using an application form prepared by the teacher-coordiantor and made easily accessible to the students. In addition to the application form, each student will be provided a personal interview with the teacher-coordinator. Dependent upon the availability of a training station (employer for on-the-job training) for the occupation which the student both desires and has the ability to succeed, a personal interview with the employer will be scheduled for the student.

Students who participate in the Cooperative Vocational Education program have potential of leadership roles in their adult life. These participating students devote approximately forty hours per week to their educational program. Therefore, in order to maximize their potential leadership abilities the instructional program will provide for youth leadership activities and instruction.

The Employment Community

The Cooperative Vocational Education Program provides the school (in relation to individual students) the greatest opportunity to behefit from the available and free resources of the community. In turn, the employment community is provided with its greatest opportunity to participate with the school in the training of its future workforce. Individual employers of the employment community provide the training stations where the student receives his or her practical training experiences. The employer or training sponsor is the individual associated with the training station and provides instruction and supervision for the practical work experiences of the student.

An important factor in the selection of training stations for a specific occupation or occupations is the attitude of the employer and his or her employees toward the Cooperative Vocatioanl Education Program. This factor will

prevail in the selection of training stations in this model. Other factors which will be observed in the selection of training stations and placement of students for occupational training include:

- Approvable occupation
- Competent employer
- Respectability and responsibility of employer
- Volume of business
- Wages to be paid trainee
- Company policies toward trainee
- Quality of work performed or service rendered
- Employer-employee relationship

In determining the approvable occupations for which training may be provided, the occupations which have been approved for training by State Directors of the six vocational instructional program areas of the Texas Education Agency shall prevail. The length of training required for entry into each specific level shall determine whether the student will be permitted to participate in the program for one or two years.

The School

The school will be responsible for the overall administration and implementation of the instructional program. These responsibilities include as a minmium the following:

- Staffing (teacher-coordinator)
- Classroom facilities
- Classroom instruction
- Public relations
- Curriculum and instructional materials
- Office facilities for staff
- Compliance with local, state, and federal rules and regulations
- Reporting
- Program Coordiantor

In addition to the support provided by the administration and counseling staff, a teacher-coordinator will be employed to conduct the program. The person selected for this position shall:

- Meet the requirements for employment of the cooperating high school;
- Have a minimum of three years teaching experience at the secondary level;
- Have a valid Texas teaching certificate;
- Have a bachelors degree; and
- Have a minimum of two years wage earning experience in one or more occupations for which vocational training may be conducted.

The approval of the above qualifications shall be determined by the Texas Education Project Officer and/or a staff member of the Department of Occupational Education, Texas Education Agency, selected by the TEA Project Officer.

The teacher-coordinator will have the responsibility of the total coordination of the program by carrying out the following activities:

- Conducting a Public Relations Program
- Use of the Advisory Committee
- Selecting training stations
- Selection of students
- Placement of students
- Preparing the curriculum for each student (includes trainig plan)
- Selection of instructional materials to achieve the prepared curricula
- Implementation of instruction
- Visitation (Coordination) of training stations
- Reporting
- Program evaluation
- Supervising student leadership activities

The teacher-coordinator will participate in professional improvement activities designed specifically for coordinators of vocational instruction and constructed by or under the auspices of the Texas Education Agency. Attendance of the professional improvement activities will be limited only by funds available to the teacher-coordinator for attendance of such activities.

Classroom facilities and instructional equipment (i.e., audio/visual) will be provided by the school. Bookcases which can be locked will be provided for the storage of instructional materials used for instruction of other classes, the teacher-coordinator will be provided with office space and a telephone outside the classroom.

The teacher-coordinator's workday shall as a minimum include:

- One period for conference and planning
- Two periods for related instruction (students will participate only in one period of related instruction per day).
- Three periods for visitation and other coordination activities. The three periods allocated for visitation will be scheduled during the normal work day of the employment community.

Credits will be awarded to students for participation in the Cooperative Vocational Education Program in accordance with accreditation standards of the Texas Education Agency which apply to other vocational programs being conducted on a cooperative basis.

The teacher-coordinator will complete and file reports as required of all other vocational programs being conducted on a cooperative basis.

The teacher-coordinator will as part of the instruction for youth leadership development, visit each student (if it is his or her desire) to be affiliated with the State Youth organization respective to the occupation for which the student is trianing.

The Advisory Committee

The Cooperative Vocational Education Program will be conducted with the assistance of a local advisory committee. The local advisory committee, appointed by the superintendent of the cooperating school shall have the following composition:

- A representative of the school other than the teacher-coordinator
- A student participating in the program.
- Employers and employees representing fields in which training is being conducted or planned to be conducted

The advisory committee shall not have any administrative function; but as a group and as individual members will assist in determining training needs; advising on instruction and placement of students; and promoting, publizing, and evaluating the program. The teacher-coordinator and a project advisor from the Department of Occupational Education and Technology appointed by the Project Officer of the Texas Education Agency shall serve as ex-officio members of the advisory committee.

III. Compliance

This model will be implemented and conducted in compliance with:

- Exemplary and Innovative Programs of Section 130, Subpart 3, Public Law 94-482;
- Policies and administrative procedure of the Texas Education Agency with the exception of those pertaining to the allocation of vocational personnel units; and
- Program standards which are common to all vocational programs being conducted on a cooperative basis.

Appendix IV

Report of the Evaluation of the Model

An Evaluation

of the

Model for Cooperative Vocational Education-----
An Alternative Delivery System for Small Schools

submitted to

Dr. Betty Peace
Project Administrator

by
Dr. Doyle Holder
Evaluation Specialist

May 1983

The proposal entitled "Cooperative Vocational Education - An Alternative Delivery System for Small Schools", states that "the evaluation procedure will provide data to be used in determining the feasibility of replication or adaptation of the model in other small schools." The evaluation specialist was to collect data to include such variables as:

a) minimum school district size
b) community resources (training stations)
c) facilities
d) teacher-coordinator qualifications and certification requirements
e) types and costs of institutional materials and equipment, and
f) proposed leadership at the state level

The evaluation specialist limited the scope of assessment to the model only. It was determined that the following topics should be addressed as part of the model evaluation:

1) School responsibility
2) Facilities, Equipment, Supplies, and Instructional Materials
3) Teacher-Coordinator Responsibility
4) Student Identification, Selection and Placement
5) Student Requirements
6) The Advisory Committee
7) The Employment Community

Analysis of Findings

The evaluation specialist determined that the personnel involved in the operation of this program could best determine the model components as they apply to this community. The personnel involved are members of the school and members of the employment community.

The School

The superintendent agreed that the school is responsible for the overall administration and implementation of the instructional program. The school should be responsible for the following items:

1. Staffing
2. Classroom facilities
3. Classroom instruction
4. Public relations
5. Instructional materials
6. Office facilities for staff
7. Compliance with local, state, and federal rules and regulations
8. Reporting

Facilities, Equipment, Supplies, and Instructional Materials

The superintendent and the teacher-coordinator agreed that, at a minimum, the school district should provide the following:

1. Seven hundred fifty (750) square feet of classroom facilities for carrying on group discussions as well as the individualized instruction program.

2. Space should include a) bookcases, b) magazine racks, c) bulletin boards, d) filing cases, e) work tables for students, and f) a desk and chair for the teacher-coordinator.

   It was also suggested that an office with a telephone for the teacher-coordinator would be highly desirable.

3. The superintendent and teacher agree that the local district provide $1[illegible] per student for supplies (instructional materials, teaching supplies, library, and purchases of minor instructional equipment) should be provided the first year of operation and $10 per student for each succeeding year.

Teacher - Coordinator Responsibility

The evaluation attempted to determine if the administration and instructional staff were in agreement in regards to the the role and function of the teacher-coordinator. Each agreed the teacher-coordinator should be responsible for:

1. Conducting a public relations program.
2. Using the advisory committee.
3. Selecting training stations.
4. Selecting students.
5. Preparing the curriculum for each student (including training plan).
6. Selecting instructional materials.
7. Conducting instruction.
8. Visitation (coordination) of training stations.
9. Reporting.
10. Program evaluation.
11. Supervising youth leadership activities.

Teacher - Coordinator Qualifications

Both parties were in agreement on the following items:

1. Should meet the requirements for employment of the cooperating school district.
2. Should have a Bachelor's degree.
3. Should have a minimum of two years wage-earning experience in one or more occupations for which vocational training may be conducted.

There were two areas in which the participants were not in agreement. The superintendent felt that there may be circumstances in a small district where the teacher-coordinator may come directly from industry. The teaching certificate and teaching experience requirement may be a handicap in filling the position.

The instructor felt that three years teaching experience at the secondary level would be very helpful and the course content for a certificate should provide the skills necessary for a high quality program. Part of the rationale was that the teacher should be able to adapt to school operations and with multipreparations in a variety of occupations, the prerequisite skills of classroom management and methods and media, these skills should be required.

The evaluation recommends that the qualifications requirement read as follows:

> "It is highly desirable that the prospective teacher-coordinator hold a valid teaching certificate and has taught a minimum of three years at the secondary level."

Student Identification, Selection, and Placement

The superintendent and teacher-coordinator were in agreement on this topic as follows:

1. The identification, selection, and placement of students should be the responsibility of the teacher-coordinator.

2. Students should complete an application for admission into the program.

3. The following student characteristics should be considered when selecting students for the program. Check those appropriate:

   * Interest in receiving training
   * Physical and mental suitability to the occupation
   * Educational achievement as required for training for the occupation
   * School attendance records
   * Special interests
   * Past work experience
   * Personality traits and characteristics as required by selected occupations
   * Involvement in other school activities
   * Availability of time for on-the-job training
   * Availability of transportation

4. Students must have a personal interview with the teacher-coordinator.

5. Identifying students who would benefit from the program should have input from:

   * teachers
   * counselors
   * administrators
   * parents
   * employers

Student Requirements

There was total agreement that students in this program meet the following requirements:

1. Be 16 years of age, or older, who are classified as juniors or seniors.
2. Each eligible student must be accepted for training by a cooperating employer.
3. Students will be recommended to employers.
4. Students 17 years of age, or older, who are classified as sophomores should be considered as potential enrollees.

The Advisory Committee

The composition of the advisory committee should be made up of the following representatives:

1. A representative of the school other than the teacher-coordinator.
2. A student participating in the program.
3. Employers and employees representing fields in which training is being conducted or planned to be conducted.
4. Community leaders.
5. Civic club leaders.
6. Church leaders.
7. Older members of the community.

In addition, there was agreement that the primary purpose of the advisory committee should be as follows:

* Assist in determining training needs
* Advising on instruction and placement of students

Again the two participants were in disagreement on whether advisory committee members and other students should provide input into identifying potential students. The superintendent felt that this was "school business" and advisory committee members and other students would not be in their jurisdiction.

The teacher-coordinator felt students know other students better than anyone else. Also, in small school districts, advisory committee members are likely to know most members of the community.

6. It is also recommended that to maximize potential leadership abilities the instructional program should provide youth leadership activities for the students.

* Promoting and publicizing the program
* Evaluating the program

Selection of Training Stations

The attitude of employers is an important factor in the selection of training stations. Other factors the participants felt were important are:

* approvable occupation
* competent employer
* respectability and responsibility of employer
* volume of business
* wages to be paid trainee
* company policies toward trainee
* quality of work performed or service rendered
* employer-employee relationship

Other Considerations

The superintendent stressed that any school district with 200-400 should be able to support this program. At the same time, he stressed that school district size alone may not be the only criteria to be accessed.

An important consideration for those small districts contemplating the implementation of a vocational program should determine if adequate training stations are available for employment of student trainers.

The following demographic information is provided to assist other small school districts in determining if their community is similar.

City: Van Alstyne
Population: City - 1,860
County - 89,796
Schools: Elementary - 1
Junior High - 1
High School - 1
Total Students: 635
No. Classroom Teachers: 37

Wage Data	Range	
	Start	Maximum
Production Workers		
Assembler	$6.30	$8.60
Drill Press/Punch Press Operator	6.30	8.60
Tool & Die Maker	9.09	11.68
Turret Lothe Operator	7.40	9.50
Welder	8.17	9.10
Sewing Machine Operator	3.35	5.85
Machinist-General	7.91	10.96
Laborer, Common	5.40	7.40
Janitor or Porter	5.40	7.40
Shipping Clerk	6.30	8.60
Truck Driver	6.30	8.60
Office, Clerical & Technical		
Clerk, General Office	$793.00 mo.	$1,050.00 mo.
Stenographer	5.31	7.05
Typists	4.57	6.06
Bookkeeper	793.00 mo.	1,050.00 mo.

In addition, Van Alstyne has five light manufacturing establishments as follows:

Accessories for Horses	48 employees
Aluminum Window & Doors	24 employees
Building Materials	9 employees
Electronic Equipment	23 employees
Fiberglass Products	4 employees

Van Alstyne is located only 20 miles from a major city. If necessary, students could commute to the larger city for training. The superintendent also pointed out that the Texas Education Agency may find a small school district that is not close enough to a larger city that would enable students to commute. Also, the district could possibly be composed primarily of "homeowners" with few retail and no manufacturing companies.

In summary, the key to implementing the Model Program is availability of training stations, not school district size.

Appendix V

Project Evaluation Plan and Evaluation Instruments

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Vocational Program Improvement Activities
Project/Program Year 1982-83
SCHEDULE #5C - Project Evaluation Design

Amendment #___ (fill in only on amendments)

061-501
Co./Dist. No.

Project No. (Assigned by TEA)

Funding Source: PUBLIC LAW 94-482, SUBPART 3, SECTION 130

Date of Submittal

EVALUATION PLAN

Evaluation of educational efforts is a common, necessary requirement of all projects financed by State and Federal agencies. However, evaluation has not been an area of concentration by many individual educators. The nebulous nature of too many products of human learning and education activities has contributed to this lack of concentration. Good management practice and policy requires an evaluation procedure using at least three dimensions and purposes. The first purpose of the evaluation is to obtain information as to the designing of project products to serve the populations in the field. Second, the evaluation will ensure that activities of the Baseline Management Plan will achieve the stated project objectives. The third purpose will in a summative mode, provide information on the impact of disseminated products.

To achieve these purposes, the project staff, will use a proven evaluation model. The Discrepancy Evaluation Model (Provus, 1971) will provide the framework for the evaluation of the operation of the project as illustrated below:

Stages	Content Input-Process-Output
1. Design	1. Design Adequacy
2. Installation	2. Installation Fidelity
3. Process	3. Process Adjustment
4. Product	4. Product Assessment

For the purposes of this project, evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives (Daniel L. Stufflebeam, Educational Evaluation and Decision Making, Phi Delta

Kappa, Bloomington, Indiana, 1971). Evaluation will be done in terms of four major stages of the project--design, installation, process, and product. Below is a brief summary of each type of evaluation that will be used in the project.

Design criteria will be determined for the project staff including:

1. A description of the population and the selection criteria;
2. A description of staff, their selection criteria and level of project competence;
3. The major terminal objectives of the project stated behaviorally;
4. The tasks that must be completed before the objectives can be realized;
5. The sequence of activities and the nature and sequence of tasks leading to completion of the objectives;
6. External review of drafts of products for dissemination;
7. Identification of populations for dissemination of project information;
8. A description of staff functions and number and typed of positions; and
9. The casting of all program activity in a time frame to position events relative to each other in time.

Program installation evaluation is an observation of project activity as it compares with the program standards for each task constituting stage two.

Process evaluation, stage three, enlists the aid of program staff in flow charting the relationship between objectives and tasks. Product evaluation, stage four, utilizes the traditional experimental design to determine if the project achieved its objectives.

Below is a list of the steps that will be followed relative to each of the above four types of evaluation--design, program installation, process, and product.

Design of the evaluation will be established during the pre-evaluation phase in cooperation with the project staff, cooperating school, local advisory committee, and the TEA Project Officer. Program definition will be accomplished utilizing as major input, the proposal document. Thus the first stage of the

evaluation effort will consist of a comparison of performance information and program design criteria.

Installation, the second stage of evaluation will consist of a consideration of project fidelity. Specifically, how congruent the organization (structure) of the project is compatible with the project definition will be determined. Project management activities will be carefully analyzed.

Process evaluation will consider, among other things, the following:

1) Sequential progress toward attaining objectives; and
2) Congruence of time frames; that is, the designated flow of activities and the actual flow of activities.

Product, the final stage of the evaluation, will involve the review of each designated, scheduled product.

As each stage of evaluation is implemented, three dimensions will be considered. These dimensions are input, process, and output. Basically, input variables consist of resource allocations while process variables depict the methodology. Output will employ four stages: design, installation, process, and product that will be considered in terms of input, process, and output variables. Application of the discrepancy evaluation model will produce evaluative data for each stage--design adequacy, installation, fidelity, process adjustment, and product assessment for review by the cooperating school and local advisory committee.

Many different kinds of decisions will be conducted. Therefore a brief summary of each type of evaluation which will be used in the project is provided below.

Context Evaluation provides information for deciding upon the setting to be served, the goals associated with meeting needs, and the objectives associated with solving problems.

Input Evaluation provides information for deciding whether outside assistance should be sought for meeting goals and objectives, what strategies should be employed--the adoption of already developed solutions or the development of new ones--and what design or procedural plan should be employed for implementing the selected strategy.

Process Evaluation provides information and feedback to project administrators and others responsible for continuous control and refinement of plans and procedures. The objective here is to detect or predict, during the implementation stage, defects in the procedural design or its implementation. The overall strategy is to identify and monitor, on a continuous, noninterventionist basis, the potential sources of failure in a project. Thus decision makers are not only provided with information needed for overcoming procedural difficulties, but also with a record of process information to be used later for interpreting project outcomes.

Output Evaluation provides information for deciding to continue, terminate, or refocus an activity, and for linking the activity to other major phases of the process. The objectives of product evaluation are to relate outcomes to objectives and to context and input--to measure and interpret outcomes.

Input into the evaluation process will be provided by the TEA Project Officer, management meetings of project staff, and the cooperating school. External review and evaluation will be obtained from the cooperating school through both written and oral communications. The reviews of the TEA Project Officer through individual face-to-face contact as well as communication and telephone conversations provide an opportunity for TEA to provide guidance and leadership which is essential to the success of the project and which impacts on the targeted population.

An overview of the proposed evaluation plan is presented in Table C. As noted in Table C, the plan includes the specifics of the proposed design, installation, process, and product evaluation in terms of specified items for review, time frame for review, persons involved in review, and sample evaluative criteria.

TABLE C

Evaluation Plan

GENERAL INFORMATION

TYPE OF EVALUATION	Item for Review	Time Frame for Review (Months after Start)	Persons Involved In Review	Sample Criteria Questions
Design Evaluation	Project Procedures (Tasks 1 through 6)	1.5	Project Staff, Project Officer, and Cooperating School	a) Was the time frame for completion of project tasks and activities appropriate? b) Were the tasks and activities appropriate in relation to the timeframe and products to be produced? c) Were the person days allocated for each task sufficient and timely? d) Was there sufficient description of each document or product to be produced? e) Was the reporting methods and procedures clearly delineated? f) Was the relationship of the tasks to each of the specified objectives presented?

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TABLE C (continued)

Evaluation Plan				
GENERAL INFORMATION				
TYPE OF EVALUATION	Item for Review	Time Frame for Review (Months after Start)	Persons Involved In Review	Sample Criteria Questions
Installation Evaluation	Task 1	2	Cooperating School, Project Staff, TEA Project Officer	a) Was the project implemented as shown on the timeline? b) Was the review of the literature implemented as planned? c) Was the model developed and approved as planned?
Installation Evaluation	Task 2	3	Cooperating School	a) Was the technical assistance provided as described in the proposal? b) Was the model implemented as described in the proposal?
	Task 3	4	Project Staff, Cooperating School	a) Was the evaluation procedure developed and implemented on time as planned?
Process Evaluation	Tasks 2 and 3	4	Cooperating School, Project Staff	a) Were the activities carried out as planned? b) Was the evaluation of the model carried out in accordance with the approved procedures?

TABLE C (continued)

Evaluation Plan				
GENERAL INFORMATION				
TYPE OF EVALUATION	Item for Review	Time Frame for Review (Months after Start)	Persons Involved In Review	Sample Criteria Questions
Product Evaluation	Tasks 1 through 6	2	Project Staff, TEA Project Officer, Cooperating School, Community Resources, Students	a) Was the model developed with sufficient and appropriate information? b) Did the report on the evaluation of the model contain information described in the proposal and the approved evaluation procedures? c) Did the demonstrated model meet the vocational needs of the students? d) Was the technical assistance adequate for assisting the school in successfully demonstrating the project? e) Based on the evaluation of the model, to what extend did the model achieve its purpose in relation to project objectives 3, 4, and 5? f) Were each of the stated outcomes achieved?

TABLE C (continued)

Evaluation Plan				
GENERAL INFORMATION				
TYPE OF EVALUATION	Item for Review	Time Frame for Review (Months after Start)	Persons Involved In Review	Sample Criteria Questions
Product Evaluation (continued)				g) Were all reports submitted within the timeframe specified? h) Was sufficient information provided to monitor the project performance? i) Did the final report and the debriefing provide an accurate description of the project procedures and results?

(COOPERATING SCHOOL)

QUESTIONNAIRE I

EVALUATION OF THE EXEMPLARY PROJECT
"COOPERATIVE VOCATIONAL EDUCATION:
ALTERNATIVE DELIVERY SYSTEM FOR SMALL SCHOOLS"

	Type of Evaluation	Item for Review	Criteria	Response Yes	Response No
1.	Design	Project procedures (Tasks 1 through 6)	a) Was the time frame for completion of project task and activities appropriate?	___	___
			b) Were the task and activities appropriate in relation to the time-frame and produces to be produced?	___	___
			c) Were the person days allocated for each task sufficient and timely?	___	___
			d) Was there sufficient description of each document of product to be produced?	___	___
			e) Was the reporting methods and procedures clearly delineated?	___	___
			f) Was the relationship of the tasks to each of the specified objectives presented?	___	___

If you answered any of the above questions with "no", please give your reason for the "No" answer.

QUESTIONNAIRE I

(CON'T)

Type of Evaluation	Item for Review	Criteria	Response Yes	Response No
2. Installation	Task 1.	a) Was the project implemented as shown on the timeline?	___	___
		b) Was the review of the literature implemented as planned?	___	___
		c) Was the model developed and approved as planned?	___	___
	Task 2.	a) Was the technical assistance provided as described in the proposal?	___	___
		b) Was the model implemented as described in the proposal?	___	___
	Task 3.	a) Was the evaluation procedure developed and implemented on time as planned?	___	___

If you answered any of the above questions with a "No", please give your reason for the "No" answer.

3. Process	Task 2 and 3.	a) Were the activities carried out as planned?	___	___
		b) Was the evaluation of the model carried out in accordance with the approved procedures?	___	___

If you answered any of the above questions with a "No", please give your reason for the "No" answer.

QUESTIONNAIRE I

(CON'T)

	Type of Evaluation	Item for Review	Criteria	Response Yes	Response No
1.	Product	Task 1 - 6.	a) Was the model developed with sufficient and appropriate information.	___	___
			b) Did the report on the evaluation of the model contain information described in the proposal and the approved evaluation procedures?	___	___
			c) Did the demonstrated model meet the vocational needs of the students?	___	___
			d) Was the technical assistance adequate for assisting the school in successfully demonstrating the project?	___	___
			e) Based on the evaluation of the model, to what extent did the model achieve its purpose in relation to project objectives 3, 4, and 5?	___	___
			f) Were each of the stated outcomes achieved?	___	___

This evaluation Questionnaire was completed by:

_____
(Name)

_____
(Title)

_____
(Organization)

_____
(Date)

QUESTIONNAIRE II

EVALUATION OF THE EXEMPLARY PROJECT

"COOPERATIVE VOCATIONAL EDUCATION"

ALTERNATIVE DELIVERY SYSTEM FOR SMALL SCHOOLS"

Type of Evaluation	Item for Review	Criteria	Response Yes	Response No
Design	Tasks 1 - 6.	a) Was the time frame for completion of tasks and activities appropriate?	___	___
		b) Were the tasks and activities appropriate in relation to the time-frame and products to be produced?	___	___
		c) Were the person days allocated for each task sufficient and timely?	___	___
		d) Was there sufficient description of each document or product to be produced?	___	___
		e) Was the reporting methods and procedures clearly delineated?	___	___
		f) Was the relationship of the tasks to each of the specified objectives presented?	___	___
Installation	Task 1.	a) Was the project implemented as shown on the timeline?	___	___
		b) Was the review of the literature implemented as planned?	___	___
		c) Was the model developed and approved as planned?	___	___
Process	Tasks 2 and 3.	a) Were the activities carried out as planned?	___	___

QUESTIONNAIRE II

(CON'T)

Type of Evaluation	Item for Review	Criteria	Response Yes	Response No
Product	Task 1 - 6.	a) Was the model developed with sufficient and appropriate information?	___	___
		b) Did the report on the evaluation of the model contain information described in the proposal and the approved evaluation procedures?	___	___
		c) Did the demonstrated model meet the vocational needs of the students based on reports?	___	___
		d) Was the technical assistance adequate for assisting the school in successfully demonstrating the project?	___	___
		e) Based on the evaluation of the model, to what extent did the model achieve its purpose in relation to project objectives 3, 4, and 5?	___	___
		f) Were each of the stated outcomes achieved?	___	___
		g) Were all reports submitted within the timeframe specified?	___	___
		h) Was sufficient information provided to monitor the project performance?	___	___
		i) Did the RCU Conference debriefing provide an accurate description of the project procedures and results?	___	___

QUESTIONNAIRE II

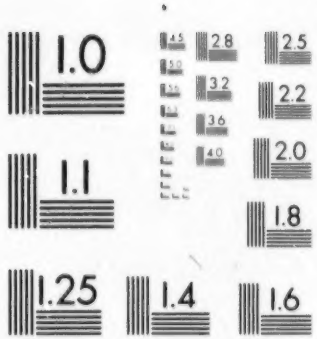
(CON'T)

This evaluation Questionnaire was completed by: _____
(Name)

_____
(Title)

_____
(Organization)

_____
(Date)



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)